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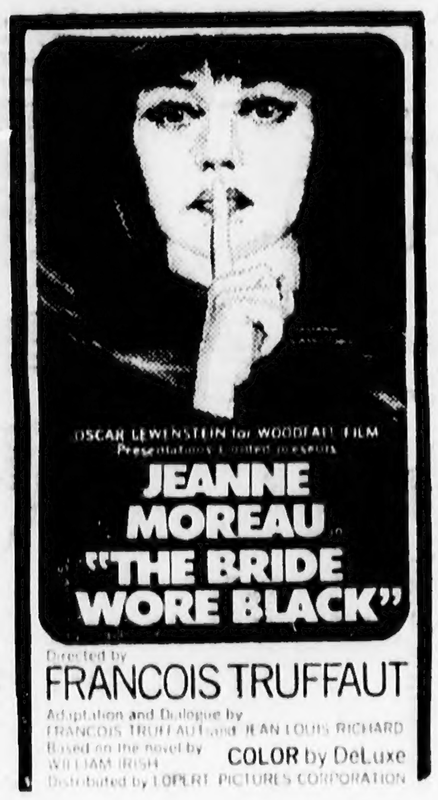

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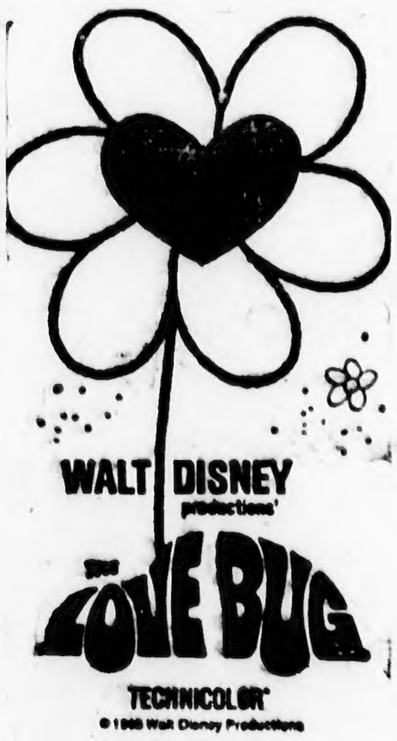
WED. - SAT. OCT. 15 - 18



MATINEES

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Senate Okays Protest, Elects 3 Committees

The Student Senate passed a resolution Sunday night calling upon the faculty to cancel classes on October 15 to protest the Vietnam War. The resolution specifically asks that the College Council direct convocation activities on the day of the moratorium. The activities are to include a memorial service for the Vietnam dead, and a discussion of Middlebury's role in society.

The Senate elected four students to the President's Special Committee on College Governance. The students are Peter Delman, Nancy Grimes, Ted Hobson, and Mary Reardon. The Committee is to be composed of 6 faculty members, 4 students, and 3 administrators. The Committee will investigate the power structures of the College, from the Trustees on down. It will be working with a Trustee committee that is probing the role of the Trustees in the College. Students elected to the Committee generally took the stance that the Trustees were not qualified to make decisions concerning education, and that students and faculty should play a greater role in making the College's policy decisions.

Four students were elected to the Curriculum Committee from the four academic sections of the College. They are Barry Sullivan, Humanities; Dave Gardner, Social Sciences; Keri Grey, Languages; and Gary Forest, Sciences. The students proposed that Interdepartmental majors be more easily obtainable, that the system for introducing Interdepartmental Courses be liberalized, and that group requirements be abolished.

The Students elected to the Admissions Committee are Molly Cook, Neilda Lee, and Bret Marcus. The Students questioned the bredth of schools from which the Admissions Department recruits. Other areas discussed were giving the power of actually reviewing applications to the Admissions Committee, the "inactivity" of last year's Admission Committee, and the College's Financial Aid program. Chairman Karla Baehr cautioned against unrealistic criticism of the College's admission policies, and noted that the College must recruit students who will be able to pay Middlebury's high tuition.

The Senate was divided into five committees, four of them to be chaired by Senate Officers. Non-senators were encouraged to become acting members of the committees, which plan to have open meetings. The committees are Governance (chaired by Steve Early), Finance (Jack Bornstein), Community Responsibility (Marcus Jones), Curriculum (Karla Baehr), and Student Life (Sandy Daignault).

Frats Pledge 128 Men, Deans Assess Decline

By ERIC SAMP

128 sophomores, slightly over 50 percent of the class pledged to fraternities this fall. This figure represents a continuing decline of men enrolling in fraternities since 1960, when 90 percent were enrolled, and since 1965, when 85 percent were enrolled.

Dean of Men Bruce Peterson attributes any decline to the absence of DKE and DTO in this year's rush. He points out that some houses pledged more men this fall than they have in several years. However, he said that some fraternities did have a noticeable decline in new membership.

Further complications arose this year because of the new college rule that all fraternities have sprinkler systems. ASP and SE needed larger than normal pledge classes to raise sufficient funds for the sprinklers. Consequently, these two fraternities led the list in new members. But KDR and TC got fewer than five pledges each. Fraternities need 15 to 20 new members each year.

Assistant Dean of Men and Director of the Social and Dining Units Dale DeLetis feels that fraternities have served a purpose, but that they are now somewhat "out of touch." Alternatives must be provided, he notes, because of the diversity in today's college students. Parietal Hours gave the first opportunity for a social life other than "beer blasts with big bands," and he hopes the Social and Dining Units will provide further alternatives by serving as "operating structures for creative ideas." He foresees the eventual disappearance of fraternities unless they change their function drastically.

Inter Fraternity Council vice-president Art Johnson said that the IFC is considering a plan to rush men in the second semester of their freshman year. He feels that during this semester "freshman become more disenchanted with the school," and as a result are less likely to join a fraternity. He also recognizes that "fraternities have to realize there's a need for a change," but he foresees no other major changes in the immediate future, other than rushing freshman men in the second semester. Even without a major revamping of the fraternity system, Johnson said he did not expect the percentage of men joining fraternities to drop below 50 percent.

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THE CAMPUS

VOL. LXV MIDDLEBURY, VERMONT, THURSDAY, OCTOBER 9, 1969 NO. 4

Faculty Supports Oct. 15 Protest

By KEVIN DUNN

In a three-hour meeting Tuesday, the faculty, by a vote of 54 to 7 (with nineteen abstensions), expressed its opposition to the war in Vietnam and backed the nationwide anti-war protest scheduled for Oct. 15.

While it did not, as a body, vote to support the Oct. 15 Moratorium by cancelling classes, the Faculty did make arrangements to hold a college convocation and to allow teachers and students to boycott classes on that day.

The faculty, working with a document submitted by the College Council, decided to support the protest in such a way as to make the decisions to boycott a matter of individual conscience rather than one of group action.

According to the final resolution approved by the faculty, the individual has three options open to him on the 15th:

1) To simply abstain from attending classes,

2) To participate actively in the Moratorium,

3) To ignore the Moratorium and conduct business as usual.

The statement submitted by the College Council was modified by the faculty and the most significant change was the addition of two sentences at the beginning of the statement. The document begins, "The Faculty of Middlebury College believes that there are times when it is appropriate for the Faculty as a body to express an opinion on off-campus issues which affect the vital interests of the College Community and of higher education. We judge that the Viet Nam war presents such an issue."

The statement goes on to recognize the "right of individuals to teach or learn according to the dictates of their conscience without being subject to communal criticism or penalty."

Dean of the College Dennis O'Brien said that the wording made it "perfectly legitimate" to participate in the activities that day, but stopped short of forcing students or teachers to

Continued on page 5

Bulletin

President of the College, James I. Armstrong has signed a statement condemning the Vietnam War and calling for a greater effort to end American involvement. The statement is sponsored by a prestigious national group and has been signed by university and college presidents throughout the nation. The statement will appear in nationally read publications in the near future.

The statement is concluded with a plea to the government to alter its course of action on the war: "We urge upon the President of the United States and upon Congress a stepped-up timetable for withdrawal from Vietnam. We Believe this to be in our country's highest interest, at home and abroad."

It is made clear in the statement that the signers speak as individuals and are in no way representing an official college position. "The Universities and colleges which we serve take no positions as institutions on the Vietnam war; these are pluralistic communities where men speak for themselves alone on off-campus issues."

Faculty Modifies ROTC at Open Meeting, 53 - 51

By KEVIN DUNN

In the first faculty meeting attended by students, the faculty voted, last Monday, to coninue ROTC here in modified form.

If approved by the Trustees, the Faculty's action would remove academic credit from all ROTC courses and deny faculty voting status to ROTC instructors, beginning in the fall of 1970.

Also according to the modified plan, the Department of Military Science will cease to exist as a regular department of instruction and will instead be called a "program in Military Science.

The ROTC program will remain a part of the curriculum as required by federal law and Col. James Hefti will retain the title of Professor. A new student-faculty-administration committee will be created to provide a continuing liaison between the ROTC staff and the faculty.

Close Vote

The closeness of the 53-51 vote reflected the degree of controversy and confusion surrounding the ROTC issue.

The clearest thing about the whole ROTC struggle, in fact, was not the issue itself, but the apparent degree of student influence on the faculty's final decision.

The presence of the students at the meeting, and the granting of speaking status to twelve undergraduates strongly implied that the faculty is willing to involve the students in the decisions which affect them.

Associate professor of Economics Klaus H. Wolff advanced the issue of the faculty's rights in such decisions, saying that he would feel "uncomfortable" about voting against the wishes of 75 percent of the students who want the "option" of taking ROTC. Pointing out that the students, unlike the faculty, still have to cope with the military, he said "we are voting on their skins, not ours."

The issue of respecting the students' wishes seemed to be the main rebuttal to the anti-ROTC position voiced by sever-

Continued on page 4

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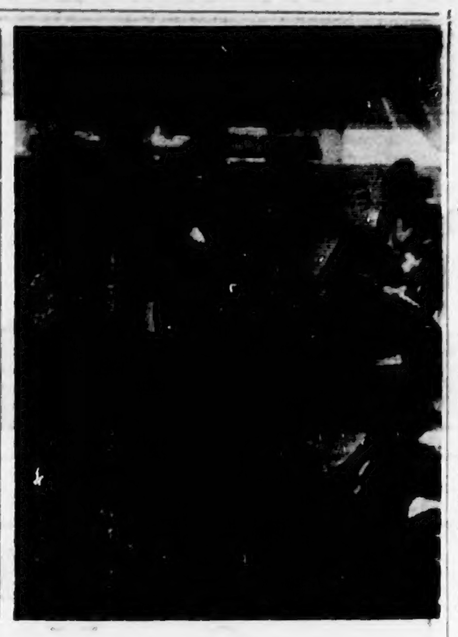

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Faculty R.O.T.C. Vote.

Continued from page 3

al faculty members and students.

Associate Professor of English Robert Pack saw the ROTC problem as one which "reduces to a moral center." To terminate ROTC would be a "perfectly clear gesture" to the government that the faculty here believes that the nation has "lost its way" because of its involvement in the Viet Nam conflict.

Assistant Professor of History Marjorie E. Lamberti also called for the abolition of ROTC at Middlebury, but on different grounds. While she did not believe that the Viet Nam war should be the deciding issue, she held that ROTC has no place on the liberal arts campus, and that this consideration should be the guiding one in the faculty's vote.

So it became clear that the really important thing, the motives behind the vote, would never be expressed in the result. You could say, as one faculty member did, that "this issue is inseparable from the Vietnam war," or you could agree with the other side, which claims that Monday's vote "is not to be interpreted as a pro-military, pro-war position." In short, the complexities of the situation prevented the faculty from saying anything about the war, or about the place of the military in our society, or about any of the issues which we all thought were an integral part of the ROTC question.

The faculty's statement on Monday lay not in the decision itself, but in the way in which the decision was reached. The fact that the students were at the faculty meeting and that their wishes influenced the faculty's decision opened the way for increased student participation in the college's decision-making process. After the vote was taken, Karla Baehr expressed the hope that the faculty would continue to weight student opinion as heavily on such issues as requirements, college priorities and curricular affairs.

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The architects of the Johnson Building have installed a standard rejoinder in the lobby to relieve the crushing stresses on the large glass doorway.

There now are 1,500 castles in Spain, compared to a peak of 10,000. Most were destroyed in the past century.

Chairman of the ROTC committee D. K. Smith states his position at the faculty meeting.

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Philosopher's Corner: Oct. 15

By EUGENE SAPADIN

I should like to exercise the philosopher's traditional right as gadfly to make some comments in connection with the proposed Oct. 15 Moratorium.

First, some general comments on the War, the Establishment, and the Movement.

This is a society under law. Any society must be, in order to function as a society. Given this fact, one must be willing to obey the society's edicts as the price paid for living in that society (yes, there actually is something resembling a theoretic justification for "My Country Right or Wrong. **Resembling.**).

This is not to say that one can not disagree. We always have, and hopefully always will. But disagreement must come on specific items, be with regard to specific actions. One question is whether something can or can not be justified under law. But to go beyond this, to question the laws themselves is not allowed for. **There is no justification, in any society, for questioning the foundations of that society; nor can there be any justification for overthrowing it.** And assuming that we have gone beyond the claim that there is some Absolute Objective Higher Law, we are left without the hope of ever having any justification for so doing.

This sort of thing must be remembered with regard to the Vietnam issue in general. One can raise the moral question alone. One can also question whether it is the will of the society, as expressed under its laws, that we be there. But once the second question is answered in the affirmative, one is not free to act as if that were not the case, although one can try to change that will. The person who refuses to act in accordance with the will of the society, who refuses to obey its laws, has forfeited his claim to protection by that society, since he has already declared himself a danger to it; and the society can not be under any restraint with regard to its actions toward him. This kind of thing, then, is a very serious business, and anyone engaged in it should recognize the fact. One must be willing to run risks, up to and including crucifixion.

With this as background, I turn to the Moratorium. I am not aware what percentage of the national Committee is honestly contemplating a revolution, nor do I know whether this is the intention of the Middlebury group. In fact, I tend to doubt that most mean to go that far. However, the whole movement is at least right on the edge of such a desire; to deny this is equivalent to declaring oneself for Law and Order At All Costs.

Given this, I can not take seriously anyone who dismisses the National Committee's suggestion that a large part of M-Day be spent taking the argument to the towns with the claim that "given the attitudes of many Vermonters toward college students and student protest. . . October 15 might better be spent here on campus." This may not actually bespeak a kind of unwillingness to get involved, to take the issue seriously, but it certainly seems it (note: the word 'cowardice' has been avoided, but the implication is there).

Some other things about the Middlebury Statement are equally puzzling. One is the notion of an objection to "Business as Usual." This would be understandable if the business of a college (as a part of America, Mr. Coolidge) were business. But the business of a college seems to be somewhere else. My own views on abstract versus general problems are probably too well known for me to say anything about them here, but the attempt at spending the day in talking sounds a bit like saying "we're going to suspend the usual college business of seeking wisdom in order to spend a special day seeking wisdom." Substitute 'enlightenment' if you wish.

One also has to consider the effect of this on one's objective, which, remember, is not a day free from classes, but getting Mr. Nixon to stop the war. A friend at Harvard put it this way: "Hell, closing Harvard for a day won't bother him at all. He'll love it And probably keep things going so that it'll be closed down for two days in November, and three in December, a week in January, and the whole of second semester." Of course, it very well might be that Vietnam is really only a pawn in whatever game is being played, in which case this last ceases to apply.

In this connection, too, I am worried about that segment of the college which does not wish classes cancelled. The only sort of argument I have seen to this point is to say that there are always people who would rather work during a strike, but that's the way it goes. This, however, seems once again to be confusing MIT with GM. Any analogy which winds up saying that we are going to go out on strike against education is bankrupt.

For these reasons I can not accept the Middlebury October Moratorium Statement.

However, rejecting the MOM Statement is not rejecting the Moratorium. Saying that there is no justification for a revolution is not saying that there are no times when revolutions become somehow necessary — it is just denying oneself an easy conscience.

Most of the discussion and action of the last year seems to be headed toward a questioning of some of the basic principles of our society.

And it very well may be that some of these principles need questioning. What the MOMS are involved in is a nursery school sort of way, and what some people are in for real, with knowledge aforethought, is nothing less than a genuine revolution. Understanding this may kee psome of them from holding it back.

As a professor, one can react to all this by saying "Hypocritical and-or ignorant oafs, I wash my hands of the whole affair," or by working like hell to point out what is going on and what has gone wrong. No one can possibly be a teacher if he holds the first attitude. Therefore, unless classes are officially cancelled (which, given the state of the arguments, would be an act of sheer cowardice) I intend to be in the rooms in which my classes are scheduled to meet, there to discuss whatever seems relevant with whomever cares to show up.

. . . No college or university whose members of its governing board are self-perpetuating should be eligible for public funding. Because of the present method of governing institutions of higher learning, there is an opportunity for a small group of men to use a university for their own ends. Since these institutions bear public responsibilities and receive much of their money from government, they should be made responsible to the public, and trustees should be elected for terms of perhaps four to six years — by the students, alumni, faculty and other members of the immediate university community.

Trustees should not be selected because their private business interests may be useful to the college, but rather because of their views toward education . . . to make it possible for younger people to become university trustees, there might well be a stipend for this work, and the trustees should have an expert staff so that, in fact, they can understand and intelligently criticize the work of the administration.

Meetings of the governing board of a university should be public. So should the meetings of other groups whose decisions bear on the conduct of the university (i.e. faculty and student meetings). A reporter should be present during all of these gatherings, to make verbatim records, which can then be transcribed and published. In dealing with especially delicate matters, which would entail the trustees' holding executive sessions, the transcript of these sessions should receive timely publication. Disclosure is one way to protect the public's interest.

. . . Moreover, the federal government should require all universities to issue publicly each quarter a detailed financial report, including the investment portfolio, showing any and all changes in the holdings of securities, real estate, and other types of investments. Each year the trustees and officers of universities should be required to furnish additional public statements that show their business affiliation, stock and property holdings.

—James Ridgeway in "The Closed Corporation"

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The Faculty Meetings

The results of the Faculty meetings on Monday and Tuesday represent both a victory and a defeat for the opponents of ROTC and the Vietnam war. The vote of 53 to 51 in favor of a modified ROTC program was definitely a defeat. The two-vote margin was narrow but its significance is unclear. There is no way to determine just how many faculty members opposed the modified plan because they wanted ROTC removed from the campus; it is possible that some who favored no change in ROTC's status also voted against modification. Hopefully, most of the 51 favored abolition.

While a setback, the ROTC vote was not an unexpected disappointment. More disappointing by far was the student poll which showed considerable support for maintenance of ROTC in some form. This, in the end, had the greatest effect on the outcome of the faculty vote. For opponents of ROTC in any form, there remains the task of winning more converts. Over 25 percent of those polled wanted to end the College's ties with Army. By next fall, or even next spring, the percentage will undoubtedly be higher and it will be time to push for another student poll and reconsideration by the Faculty. The issue is far from decided; it may yet be possible to kick ROTC off-campus before it dies in our arms for lack of enough recruits.

The special open session on Monday was a victory in that the Faculty was finally forced to discuss ROTC in terms of the war, the military establishment and the College's responsibility as a would-be critic of both. As English Instructor William Kerrigan pointed out, the level of debate (and indeed, probably the very conduct of the meeting) was improved by the presence of several hundred interested students. Some Faculty members were no doubt disturbed by the student applause and the alleged "grandstanding" of the student and faculty speakers who received it. Traditions are hard to discard — especially when they involve Faculty privilege. But if we are ever to have the kind of communication participation, and sense of community we are always hearing about, Faculty meetings must be opened to students.

(The Faculty can vote to do this at its November meeting when it will finally consider the "open meeting" resolution approved by the College Council and the Student Senate last spring.)

In contrast to the decision on ROTC, the Tuesday Faculty vote expressing opposition to the war and support for the October 15 protest was a bold and dramatic move. While declining to officially endorse the class boycott, the Faculty recognized the necessity of the Moratorium as a national attempt to mobilize public support for an immediate cessation of hostilities in Vietnam and the early withdrawal of all U.S. troops.

Much of the three hour debate at the Tuesday meeting apparently centered on the role of the College in society and the possible dangers of institutional involvment in political controversies. The College convocation next Wednesday should provide a useful forum for further discussion of the issues involved — discussion that will hopefully transcend the usual cliches about ivory towers, political snake-pits, Latin American Universities, etc.

While individuals continue to weigh the conflicting demands of teaching, learning, and political protest, the Faculty has, in Milton Cross' words, already demonstrated "the role of the university as teacher, as guardian of civilized values, and as the critical and moral intelligence which compels the community to ponder its courses of action."

S. E.

EDITOR'S NOTE: The Kopkind article is a reprint from the New Statesman.

The University & The Military

By ANDREW KOPKIND

Selective Service will draft 29,500 men into the armed forces in September. For most of them, the next two years will be spent in performing all the boring, ball-breaking chores of the military regime; a few will find an end in the ultimate banality of an Asian jungle war. In this same month, more than 7 million young Americans will enter, or return to, military service of a somewhat different but related kind. They are this season's army of college and university students, and for most of them, the next two, four or however-many years in school will be just as boring and banal as the draftees' — although their terms likely to end in a rather more undramatic fashion.

The militarisation of American higher education has been progressing steadily for almost a quarter of a century. Its contractual basis is the alignment of academic research with Pentagon money: the Defense Department budget is practically unfathomable even by experts, but it's clear that the contracts are of immense value; the top five universities (in a list of dozens) get something like $100 million a year.

But the relationship between Defense and education has a functional meaning which goes far deeper than mere dollar accounts. The American university has been packaged with the 'complex' of military and corporate institutions that now define the whole social system. Methods of operation obviously differ; life in the barracks, the dormitory, the assembly line and the suburban housing tract seem to provide a wide range of possible styles. But at the bottom the values within those styles become interchangeable: standardization, orderliness, hierarchy, profitability, expansionism. All of which is to say that 'the university' is not an enclave apart from the American way of life, but at its very core.

Higher education fell into the military-corporate complex in random fashion, but still according to some distant logic of American imperial development. The country's advanced and sophisticated social mechanism naturally demanded what the 'multiversity' (in Clark Kerr's neologism) could supply: hordes of trained cadres to run the various state and corporate bureaucracies; scientific research to keep all functions operating and expanding; space and busy-work for the unemployed middle class; add a source of social status and intellectual legitimacy.

In theory, at least, a 'socialist' society might well have come up with a similar scheme: higher education would be placed in a national plan according to ordered priorities — within a context of popular responsibility, at best. But in the absence of comprehensive social planning in the U.S., the new role of the university has had to develop from the interests of the most powerful elites: the corporate and military managers. In all but decorative rhetoric, the notion of higher education as a response to human-as opposed to bureaucratic-needs has been lost.

Clark Kerr, the ideologue of the modern multi-purpose academic complex (he was president of the enormous University of California and seigneur of its several 'campuses' and hundreds of thousands of students) said in his little book, **The Uses of the University**, that the new aspects of higher education lie in its 'uses in economic growth in international competition, in political and social as well as cultural development'. It might have seemed that Kerr was siding with those radical critics of the ivory-tower academy, who proclaimed a new 'relevance' of education to people's lives. In fact, the multiversity idea was something else entirely: Kerr thought that higher education should be an instrument of state management and control.

Continued on page 9

The Beatles' Abbey Road: Apple Pi

By JOHN HARRIS

Abbey Road has been released, and yes, it is different from anything the Beatles have done, in ways. But unlike, say, **Strawberry Fields Forever**, this is not a record that points in any new direction. Worlds aren't opened up here. Instead, improvements are made on what already exists. Like the last album, **Abbey Road** contains bits of this, bits of that. But as with **The Beatles,** things won't be much different as a result of this record's arrival. The album has much that is good. But why look at the issuing of a new Beatles' album like the bringing down of news from Sinai? It's a record by a group and it's got good things in it.

Abbey Road adheres pretty much to the instrumentation of **The Beatles,** that is, drums, bass, two guitars. There are some orchestral tidbits; a Moog synthesizer has an electronic foot in the door. Basically, though, there isn't much triple-track superman stuff. There are only two instances of the Beatles much - heralded getting back — **Oh! Darling** and **I Want You (She's so heavy)**. The words (and melodies) to both songs are of the variety that were always popping up in the little window in the eight - ball of the Fifties music. You have a choice between three or four rhymes and one or two sentiments: "I want you. I want you so bad. I want you so bad it's driving me mad." Right there you have the bulk of the words to **I Want you (She's so heavy)** and yet the song itself is over seven minutes long.

The song works though because the Beatles have never been better, instrumentally, t they are on this album. Th are places in **Abbey Road** wh actually rock, where the B tles almost sound like they jamming. Of course, Be songs are always constructe always have beginnings, m dles, and ends. But this cor as close as I can ever reme ber having heard them come playing free. In one song, R go even has his **Toad** — fift or twenty seconds of unacco planied drumming where rocks along in a simple w Indeed, his drumming in **Abb Road** is as good as it's e been. (He wrote one of songs on the album — **Octop ses's Garden**, a **Yellow S marine** — type song about joys of undersea life.

George Harrison contribu two songs — **Something** a **Here Comes The Sun**, both a

The Campus

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— NEWS SHORTS—

Free Concert Series

A new, FREE, concert and lecture series will start next week under the joint sponsorship of the Music and Art departments. The series will consist of a 50 minute to 1 hour presentation each Thursday at 4:30 p.m., usually in the Johnson Building.

The first concert, consisting of a Handel Organ concerto and a Mozart Church Sonata, played by Dr. Emory Fanning, also serves to dedicate the new chamber organ in Johnson Rehearsal Hall.

The programs will include a troupe of Javanese Dances and Shadow puppeteer and a performance of Bach's Goldberg Variations. Further programs will feature pianists, a percussionist, a double bassist and a lutehist. In addition there will be lectures and demonstrations and a "sculpture happening."

State Symphony

THE Vermont State Symphony Orchestra, the first State orchestra in the Country, will give a concert in the field house this Sunday Night.

TO THE EDITOR

To the Editor:

The calm decorum of last Monday's faculty meeting was perfectly in keeping with the compromise reached by the faculty members. As in the questioning of any social institution, the question of ROTC and its place at Middlebury College must necessarily bring into focus the reality of our society in its entirety. By their liberalism, the upholders of the modification plan evaded a serious problem: that of the relationship of the university to the military, of the university to society. The "liberal" caution of the faculty majority bordered on a cowardice to face the real issues at hand. The result — modification of the ROTC program at Middlebury—was a mere integrative change, covered with liberal clothing.

To those of us who favored the termination of Middlebury's ROTC program, the faculty's partial solution to a vital problem should have taught us that persuasion and "good" are not tools of social change. We should realize that this political moment involved the politics of conflict; any real discussion or examination of the ROTC problem in its total social context involved the relationships of power and demanded a confrontation with power. It is hoped that this will be remembered in future instances in which the students are conceded a few token voices.

Anne Lovell

Moratorium Vote ..

Continued from page 3

and upon Congress, a stepped refrain from learning or teaching.

He also said there was considerable controversy over the propriety of the Faculty making such a statement in the first place. He said there were two principal reasons for the large number of abstensions.

According to O'Brien, some faculty members believe that "it is not the function of college faculties to pass judgment on political subjects."

The second principal reason for abstaining was that some faculty members hold specific views on the war which are not covered by the vague wording of the statement.

The original Moratorium resolution submitted to the College Council by the Student Senate called upon the Faculty to support the National Oct. 15 Moratorium by officially cancelling all classes as a protest against the war.

When opposition to this measure developed among the non-student members of the College Council at Monday's meeting, the officers of the Senate agreed to the compromise resolution in which the Faculty supported the October 15 protest but did not an official class boycott.

fine. Increasingly, George Harrison is producing some of the best work that the Beatles are doing. **Long Long Long** and **Savoy Truffle** were two of the highlights of The Beatles, and his two most recent songs are likewise highlights of **Abbey Road.** They're uncluttered, just long enough, seemingly simple.

And Harrison's guitar-work in **Abbey Road** is the best he's ever put on a record. The solos on the earlier albums were usually thing, un - propped-up things, not very interesting. But the playing in this album is assured, and, well, funkier than ever before. George Harrison has improved more impressively, as a musician, than any other member of the group. **Blue Jay Way, Long Long Long, Savoy Truffle, Something, Here Comes the Sun** — with each album that the Beatles put out, his work gets better. Post-Indian he's the best he's ever been.

Of the sixteen songs on the

Continued on page 9

Football Loses Again Record Stands At 0-3

By BOB SCHNEIDER

Last Saturday, the Panther football team suffered their third straight defeat of this so-far winless season at the hands of the WPI Engineers by a 15-0 count in a game played at Worcester. The game was marked by sloppy and inconsistent play on the part of both clubs, but Middlebury's offense was especially undermined by fumbles, interceptions, and penalties. The Panthers were also hurt by a lack of experience as they were forced to start ten freshmen due to a rash of injuries to key players.

Middlebury could not move the ball after receiving the opening kickoff, and Bob Screen had to kick the first of his ten punts of the afternoon. The Engineers took over on their own 35, and were driving well, largely on the strength of off-tackle plays run at the right side of the Middlebury defense, when Doug Arnot broke through from his left end position and tipped a WPI pass into the air. Linebacker Churchill Franklin intercepted at the Middlebury 30, and the Panthers started a drive of their own. Quarterback Barry Metayer hit Lee Cartmill at the 45 for a first down. After a fine run by Steve Stratos and another pass to Bill DeSalvo brought the Panthers to the Engineers' 30 yard line, Metayer hit Cartmill with a scoring toss, but the play was nullified by an illegal procedure penalty. The rest of the first quarter was a defensive battle, as neither team was able to mount a consistent offense.

The second period was an exercise in frustration for both clubs. The Engineers lost two fumbles to the hard-hitting Panther defense, but Middlebury's offense was stymied as well, as Metayer could no longer find his receivers and even threw four interceptions. The only real drive that the Panthers managed to start was halted on the WPI 14 yard line when a running play failed to gain the necessary yardage on fourth down and inches to go.

The halftime statistics showed a clear WPI supremacy, as the Engineers gained nine first downs, and over 180 yards total offense to six first downs and over 180 yards total offense to six first downs and 115 yards of total offense for Middlebury.

The third quarter was also marked by the inability of either club to mount a sustained drive until very near the end of the period when the Engineers from their own 28 to the Middlebury 25 on nine straight running plays, as the quarter ended. After switching ends, halfbacks Bob Plante and Mike Dineen continued where they left off, driving to the one yard line before the Middlebury defense stiffened and denied them the score. On the first play from scrimmage after the Panther takeover, however, an Engineer broke through and nailed Stratos in the end zone for a safety and a two point lead. Deschenes ran the ensuing Middlebury kick back to the Panther 33 yard line, and the punishing WPI running attack went back to work wearing down the smaller Middlebury defense. They succeeded for the first time in the game, as Plante scored from the two yard line just five plays later. The conversion attempt was good, leaving the score at 9-0. The Middlebury offense was stymied once again as WPI recovered a Midd fumble on the thirty four yard line just after their kickoff. Nine plays later, Deschenes added the final Engineer touchdown with a two yard sweep, leaving the score 15-0. Coach Anderson began to substitute at this point, and the game, a very disappointing one for the Panthers, ended with no further scoring.

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Herein Contains A Comment

By JOHN STEVENSON

As many alumni men and women return "home" this weekend, they will be greeted to a Middlebury that is in many ways the same, and yet in many other ways different than the old Middlebury they so cherished. They will become positively aware that tradition is giving way to "progress and modernization" in the academic, and equally important in the social and athletic life of the college. No longer is the fraternity the embodiment of school spirit. In this era of the individual, Proctor Hall tries to play the ambiguous role of student social coordinator, under an equally ambiguous maze of protest and impersonal idleness. Now too the houses themselves are dying. DKE and DTO are forever dead, and the end is in sight for several others. The Independents, however, no longer possess the organizational ability to field a team, and it seems the freshmen can only function as a unified group during occasional waterfights.

Perhaps it is wrong to link pride in Middlebury College with the amount of intramural participation, but the difference between this year and my freshman year of 1966-67 is indeed worth mentioning. In those days of Barnes Boffey and Dave Nicholson, individuals were an integral part of the Middlebury group, whereas now, many are lost. To illustrate, TC had an annex full of heads, two of whom were soccer All-Americans. KDR had a full house of over fifty brothers and were intramural hockey champs. DTO

Continued on page 9

Field Hockey Ties H. S.

The annual field hockey game between Middlebury High School and Middlebury College resulted in a 1-1 tie. It was held Friday, Oct. 3 on the Battell Field, and was of particular interest because last year the College was beaten.

Miss Lick, the coach, was favorably impressed with all the girls' playing. Although the field was muddy, it was a running game, with much speed on both sides. The high school, in black tunics with tight orange belts (and unmatched bloomers), scored the first goal in the first half. During the second half, the ball was played hard, and stayed mainly on the College's side. Francie Marbury, center halfback, scored the only goal for the College; the MUHS defense held good for the rest of the game.

Women's Tennis

Miss Towne's illustrious tennis team, in a meet against Green Mountain College, cleaned up a 4-0 victory. The afternoon tournament was held Tuesday, Sept. 30 at Green Mountain, and the Midd squad was also hosted for dinner.

Number one singles was easily taken by Joanie Weinberg, 6-2, 6-3. Freshman Kathy Hall won her singles match in three sets, 1-6, 6-4, 6-3. Number one doubles, played by Annie Mechem and Abbie Delfausse, was also a three set encounter, and Wendy True and Laurie Kraft completed the shutout victory in a two set match.

Booters Hustle To First Victory

By SANDY HOLLIS

Last Saturday, on Wilson Field, the soccer team picked up its first win of the season, reversing the score of their 1-0 loss to Colgate the preceding Wednesday. The Panthers, stricken by injuries to key men from the Colgate game, finally put ability, hustle, and determination together to come out with a winner. The product, solid teamwork, being the key to the game as the fans, players, and Coach Tom Lawson were concerned.

Lawson, with the realization of injuries to Brian Iggulden and Phil Wheelock on the line, and Mark Ripa on the defense, started a forward line of Dave Shaw, John Evans, Hank O'Neil, and Howie Verman. George Barr was again in the goal. The first quarter set the style of play with both teams hustling and playing strong defense. Here, as at Colgate, coming up with the outstanding plays on defense for the Panthers was junior Bruce Foust. He and captain Reed Coughlan led their team-mates to the domination of the first quarter, holding the ball in Williams' defensive zone.

The second quarter began in the same style. There was extremely heavy pressure put on Williams' goalie Strathaim by the forward line, that then included Fred Danforth at right wing. The line, along with Ken Pabst and Nat Ayer at wing fullbacks, and Woody Jackson and Tom Stazs joining Coughlan at halfback, made up a team (with five sophomores) that played brilliantly for the first time. The fantastic defensive heading of the Williams' right fullback was the only thing preventing one of Verman's heads or O'Neil's thrusting shots from going in.

After the half-time break, both teams took the field with grim determination. This, and the chilling wind caused the ball to exchange offensive zones with team could mount a substantial attack, but missed continual scoring opportunities on fast breaks. Then Midd got its first lucky moment of the season, when at 8:52, in a scramble in front of the Williams' goal, a penalty kick was called for the Panthers. Woody Jackson carefully lined up the ball and sunk it deep into the low left corner past the sprawling goaltender. The Panthers never let up their drive, and Williams never came back all the way.

In the fourth quarter Williams began to dominate the offensive play, as Middlebury shifted to a defensive formation, moving Jackson back to play a safety. Williams' offense put on a renewed attack on George Barr for the last section of the game, but time and again George came up with fantastic leaping saves, making six in the final five minutes of play. Barr's fine tending, coupled with the outstanding play of the fullbacks and defensive support from the rest of the team, created a spirit with one objective in mind: winning their first game. With the spirit kindled, the club should now begin to quickly pick up momentum.

The golden rule is something one half of the people think the other half should observe.

Beatles...

Continued from page 7

album, John Lennon and Paul McCartney wrote thirteen. **Come Together** is OK. **Maxwell's Silver Hammer** goes right back to **Rocky Racqon** and **Ob-La-Di**, this time in the guise of an amusing little story about a hammer-toting murderer.

The album's second side is taken up by a group of ten songs linked together, from **Here Comes the Sun** to **Carry that Weight** to **The End**. From the titles alone, you can see that there's a progression, but I think it more or less defies a logical explanation. This chain of songs has some things in it which for my taste are a little too slick or easily sensitive, especially **Because**, which, if it weren't by the Beatles, would send David Merrick reaching for the phone. The beginning of **You Never Give Me Your Money** is likewise Broadway stuff. **Sun King** is a slicky-slick production with a verse or two in Spanish (remember "les mots qui vont tres bien ensemble"?) those serious Beatle jokes that still seems a tad bit on the wrong side of sweetness. **Mean Mr. Mustard** is fun, as it **Polythene Pam**, as is **She came in Through the Bathroom Window**. **The End** before its hymn-ending, is the type of music that could be played over loud speakers and danced to — it really rocks, it makes you want to move.

Abbey Road, as a whole, is more of a consolidation of good things than a launching into the strange untried. It's together, as John Lennon said. While it retains the Beatles Sense of Form, it's freer. There are some things in **Abbey Road** that you might never have thought you'd hear the Beatles do. In themselves, they forge no movement, but if they're not new, they are new to the Beatles. In **Abbey Road** you can hear the results of the Beatles growing, not necessarily as a force, but as a band.

Bush League

Continued from page 8

was no different, as is proven by the still visible egg scars on the brick of Zeta Psi. Deke was of course strong, as were the independents, though few in number; even the freshmen dorms of Painter, Starr, and Hepburn fielded teams, to say nothing about the faculty.

Now we turn to the **present**, and touch football. Mr. Kelly has decided to join the two leagues into one, for obvious reasons. Thus the standings are as such, with a final week of play remaining:

Gee whiz — guess what kids — former President of the Student Senate Bill Stearns has secured an appointment with the Custodial Staff of Windham College.

Agents of Operation Intercept made a tragic blunder during a pre-dawn raid last week destroying five truck loads of irreplacable moral fiber mistaking the substance for the odious weed.

Locusts daily eat the equivalent of their weight, about .04 to .09 of an ounce.

Military Connections-- Dollars and Prestige...

Continued from page 6

The process of redefinition of higher education as a 'service' operation began in the Second World War with the Manhattan Project to build an atom bomb. Before that, government scientists had been military officers or had been regularly employed by the service academies — West Point and Annapolis. For the nuclear programme, large numbers of academic scientists and engineers were employed in situ at their schools, or brought to the secret research and construction centers where atomic hardware was being fashioned.

The symbols of the era were revealing: the first controlled nuclear reaction was achieved in a converted squash-racquets court at the University of Chicago. Later, the theory and practice of nuclear weapons development was assigned to the University of California. California, which still runs two 'laboratories' in the San Francisco Bay Area and one at Los Alamos, New Mexico. J James Ridgeway, in his excellent and important study of the university-as-instrument, **The Closed Corporation**, calls the UC operation, 'the main university munitions dump' for the country.

While the War Department of the Forties was using physicists, chemists and engineers for weapons work, the Office of Strategic Services (which later evolved into the CIA) was calling social scientists by the ivory-towerful to Washington to do propaganda, intelligence, and psychological-warfare jobs. Troops of professors from all the major universities invaded Washington (Harvard alone supplied a wrole company of academic stars: historians Crane Brinton and William Langer, Asian expert John Fairbank) and formed friendships and alliances that persist to this day in the most strongly-struag net of ald boys in the world of political academies. (OSS left-wingers, such as Herbert Marcuse and Paul Sweezy, were o fcourse excluded from the club.)

After the war, the academies went back to school, but the practice of using their talents and buying their prestige was continued. This time, the object of their labors was America's Cold War Offensive. The armed services bought up all available physical scientists at the major universities, and either kept them in their departments or packed them off to subsidiary laboratories in a kind of functional orbit around the academic centers. Private and governmental (or combinations of the two) institutes and businesses grew up naturally in the spaces between the research center. The results can be seen on the Route 128 beltway around Boston, the mid-Peninsula technological estate south of San Francisco, and at various segments of the 'Missile Belt' from Cape Kennedy in Florida to Puget Sound in the State of Washington.

At the beginning, at least, the physical scientists were treated with much more respect and extravagance than the social scientists. The Pentagon was happy to give a Nobel laureate anything his heart desired, which usually was of the order of a linear accelerator and an annual trip around the world. Naturally, the Nobelists signed on with hardly a complaint; from time to time they'd write letters to the New York Times or speak at a meeting in Washington in support of one or another un-Pentagonian idea, but their permanent alignment with the war machine more than valued such pain.

The social scientists did not come into their own until the Kennedy Administration began fiddling with sociology as a means to put down threatened political insurgencies in the Third World. The process of the social scientists' assimilation into the military establishment had been slow. After the war, a few received direct Air Force grants at universities or private research foundations, such as RAND (the name derives from its earlier incarnation as the Air Force's own institute for Research and Development — R and D). The Defense Department gave a great deal of Air Force money for its Russian Research Centre at Harvard, whose major product in the Cold War days was a vast research effort called 'The Soviet System'. Based on interviews with East European refugees living in the West, the project gave forth more than a dozen books on Soviet affairs, which formed the basis of Russian studies in the U.S. until the Cold War 'revisionist' historians broke through onto a new level of analysis in the mid-Sixties.

The Harvard centre was only one of several such schools on international relations and 'area studies' founded in those days. Although actual Pentagon money was not used for all, the centres were funded or otherwise supported by private foundations run by former (or current) OSS and CIA agents or associates. The Carnegie Foundation, for instance, was an

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Universities . . . CIA, Too . . .

Continued from page 9

important funding and organizing agency. It was directed by John Gardner, once of the OSS, who finally worked his way up to the deanship of the U.S. liberal establishment, as Lyndon Johnson's Secretary of Health, Education and Welfare, and now as head of the Urban Coalition — a private trust of bankers, businessmen and black bourgeoise. So in one way or another, the military and foreign-policy managers worked their way into all the important areas of academic life — the university departments, the policy research centres and the RAND-y institutes. No critical sector was unaffected.

And although the academies were rarely directed in crude or vulgar manner in their work or thought, they were finally 'owned'. In specific situations they might choose what they thought to be an independent course; but in the un-made choices over the long run they had to believe that their principal function was 'service', and that it was both immoral and unprofitable to shrink from duty.

It has never been clear that the military managers got as much value for their money as they had hoped, in the practical applications of academic research at least. The applied laboratories —at Berkeley and Los Alamos, Cornell and the University of Michigan — certainly were quite useful; but many of the best physical scientists continued to do their own thing without regard for its use in destroying gaseous diffusion installations of spreading bubonic plague on the Central Asian steppes (although both projects were sufficiently developed by those whose thing it happened to be). Applications of social scientific efforts were even less direct. For instance, the Air Force supported MIT Professor Noam Chomsky for many years in his work in Cartesian linguistics. Perhaps the results could be applied to code-breaking or some form of analysis of revolutionary slogans. But Chomsky was convinced that in his case the Air Force got the worthless end of the stick and he got the lollipop.

But the underlying issue was never how well the academic research could be applied. 'The only issue is legitimacy,' Christopher Jencks, the Harvard educationist, said recently; 'and the military got it.' In their own parochial service academies (an Air Force Academy was added to West Point and Annapolis in the Fifties) the military had never gained the status and respectability which attached to the 'real' universities. Although West Point occasionally tried to hire intellectual stars for its faculty, it was never accepted into the swinging cosmopolitan world of the Ivy League or the great universities of the Midwest and West Coast. Professor Chomsky, for instance, wouldn't dream of going up to the Point—and so he was kept nicely in Cambridge.

Social Science had its fondest affairs with the Pentagon during the Kennedy and the early Johnson Administrations. The impetus than derived from two pressures: US counter-insurgency in Asia and Latin America, and domestic counter-insurgency in the black ghettoes of the cities. Behavioural scientists were dispatched to obscure Andean peasant villages to collect data for Special Forces operations, CIA work, AID programmes, or Pentagon contingency plans. Projects such as 'Camelot' in South America were meant to gather large numbers of cross-disciplinary social scientists together to build a 'model' of a developing country (the influence of the economists in 'model' building has obviously been compelling). Presumably, areas of potential breakdown in the model could be located, and methods could be devised to deal with them. The stability necessary for economic 'take-off' (in the Rostow thesis) could then be established and maintained — with a little help from a friendly Green Beret, foreign aid administrator or spy.

'Camelot' was only one example, but a characteristic one. At a cost of $1.5m. a year, it was run by American University, in Washington, DC, under the Center for Research in Social Systems - CRESS (formerly known as SORO - Special Operations Research Office). Since American University is not a top-ranking institution, CRESS-SORO was obliged to contract with notable social scientists at Princeton, Berkeley, MIT, the University of Michigan and other tonier schools.

CRESS is still going (James Ridgeway reported many of its more hilarious researches in his book; one classified study was called 'Witchcraft, Sorcery, Magic and other Psychological Phenomena and Their Implications on Military Operations in the Congo; and was to

Continued on page 11

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Military Connection . . . Small Colleges Sucked In . . .

Continued from page 10

be used to hoodoo the minds of insurgent native forces). But 'Camelot' was called off — in its original form — when Chilean officials got wind of it.

The picture of Military involvement with Academia today is difficult to see in detail, there are dodges, disguises and indirections at almost every point. But although the war in Vietnam and the growth of movements of political opposition in the last half decade have at last created a public issue around the relationship, there is no slack off in the process. Most serious Physical scientists could not practically exist in important roles without military support of some kind. Most major universities similarly rely on government funding — of which the Pentagon contracts are the most profitable. For example, according to the thorough, 90 page booklet called "How Harvard Rules" (produced by students during last spring's strike there), approximately 40 percent of Harvard's income derives from its 1,110 government contracts. The Department of Defense awards about $5m. in prime contracts to that university. (Examples: $176,000 from the Air Force for a study of 'Military implications of change in China'; $33,521 from the Air Force for 'biochemical studies of the Nervous systen' — possibly a disguised CBW research project.

Students, too, 'benefit' from the military. The major grants programme is the National Defense Education Act, and is rationalized as a military necessity. Business, of course, is quite appreciative of the whole system: new managers, research findings, engineers and hardware ultimately go to the advantage of the great aerospace and technology corporations. The university administrations respond by moulding their curricula to 'channel' students into such corporations. The University of California, for instance, is currently downgrading its humanities departments, admittedly to force more students into science and engineering so that the huge industries of the state — where half the population of 20m. live off defense expenditures — can get the personnel they need.

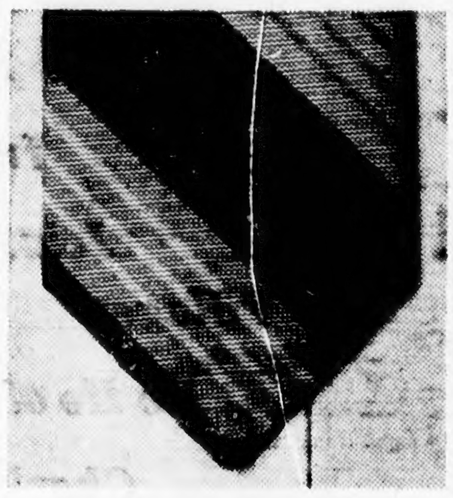
If there is a serious contradiction in the system it is in the inevitable response to the values of Militarism which the universities have, willy-nilly, been forced to incorporate. Harvard, for one, needs its $63m. annually from the government. Its professors must never seriously challenge the ideologies which allow Harvard to keep the money flowing in. Furthermoe, student 'radicals' must not be allowed to disrupt the orderly acceptance of those grants, the orderly production of leadership cadres, and the orderly maintenance of the burdens of empire. Of course, Harvard is a liberal institution, and there are ample avenues for 'self-expression,' and a few kooky professors are allowed to advance them in an orderly sort of way. But by and large Harvard — and, to a much greater degree, those schools which are less sure of themselves — cannot effectively stray outside the limits implicitly (never explicitly) defined by the Military connection.

Smaller colleges, which do not rely on direct military grants, have nevertheless been sucked into the same trap, for they do rely on the great universities to receive their undergraduates as postgraduate students, to give their best teachers richly-endowed chairs, to award sub-contracts, and to grant acceptance and status on worthybutmodest efforts

Opposition to those values and that system has only recently begun to be expressed: first, in the form of student uprisings against 'bureaucratic centralization' ('I am a student; do not fold, mutilate or spindle me'); then as specific attacks on military connections, such as Reserve Officers Training Corps units on campuses, or academic support of military research (Harvard's strike started out as a ROTC protest; Columbia's was directed against the Institute of Defense Analyses).

Finally, revolts are now brewing in all the academic professional societies — from the American Physical Society to the American Sociologists Association — which has spawned not only a 'radical caucus' but a whole movement, called the Sociology Liberation Movement. It is at least symbolic, and at least prophetic — that one of the leaders of the 'insurgent sociologists' is a teacher named Marlene Dixon, whose sacking from the university of Chicago last winter gave rise to a protracted student rebellion there. And it came only thirty years after the critical mass was achieved on the squash court of the same school.

The Youngbloods will appear in concert at the Memorial Field House Friday, Oct. 10 at 8:30 p. m. Admission is $3.50.



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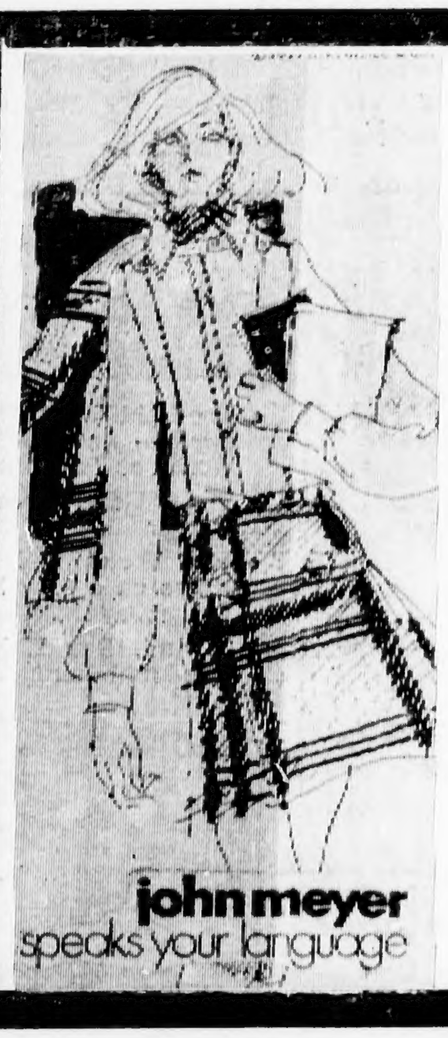

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